

NEW JERSEY - TITLE I SCHOOL RESTRUCTURING PLAN

District Plan for Restructuring Year 5 Schools in September 2006

DUE DATE: FRIDAY, MAY 12, 2006

SUBMIT ONE COPY TO:

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF TITLE I PROGRAM PLANNING AND ACCOUNTABILITY
P.O. BOX 500
TRENTON, NJ 08625-0500

SUBMIT ONE COPY TO:

ABBOTT REGIONAL OFFICE (ABBOTT DISTRICTS)
COUNTY SUPERINTENDENT'S OFFICE (NON-ABBOTT DISTRICTS AND CHARTER
SCHOOLS)

INTRODUCTION

The United States Department of Education's (USDE) *LEA and School Improvement Non-Regulatory Guidance* defines restructuring as the process wherein "the LEA undertakes a major reorganization of a school, making fundamental reforms, such as significant changes in the school's staffing and governance. The purpose of restructuring is to improve student academic achievement and enable the school to make AYP as defined by the State's accountability system." The New Jersey Department of Education (NJDOE) requires that districts select one of the following restructuring options for their Title I schools in need of improvement in Year 5 – Planning for Restructuring:

- Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.
- Re-open the school as a public charter school as defined by and consistent with state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

For New Jersey's schools subject to restructuring, this action comes after an extensive academic assessment known as the Collaborative Assessment and Planning for Achievement (CAPA) process. The CAPA review process enabled districts and schools to evaluate the effectiveness of their efforts to increase student achievement and identify successful, and not so successful, instructional and curricular approaches. Some districts went beyond this to begin making the necessary governance changes to facilitate the implementation of the CAPA recommendations for instruction, curriculum, assessment, school culture, professional development, and all areas of the CAPA standards. Some CAPA review teams found that prior to schools receiving their designation as Year 4 – Corrective Action, which mandates a CAPA review, districts had proactively reassigned principals, transferred staff, and reconstituted School Leadership Councils in an attempt to impact student achievement. As the 2005-2006 school year approached, these districts continued to review their schools' CAPA reports, along with the 2005 assessment data, and identified further instructional and governance changes needed to support their schools.

Some of these schools with a newly implemented governance structure, although moving into Year 5 of school improvement, are beginning to experience positive outcomes in student achievement. Other schools and their districts continue to struggle with implementing the strategies needed to increase student achievement and have not incorporated any governance changes. To accommodate these variations, the NJDOE is taking a dual approach to assist in the development of a Title I School Restructuring Plan.

All schools/districts planning for restructuring will have the option to participate in a status meeting that includes district leadership; school leadership; and NJDOE staff from the Abbott Office of Student Achievement and Fiscal Support or the county office, and the Office of Title I Program Planning and Accountability. During this meeting, which will also serve as the CAPA benchmark meeting for the district, the participants will review the content and implementation status of all plans, including the Abbott Report

on Instructional Priorities, the CAPA report, and the Title I School and District Improvement Plans. Participants will also review the instructional improvements and governance changes already underway.

For schools and districts that have already made substantive changes, the collaborative review will cover how instructional and administrative changes included in the various plans have been and/or will be used to support the school's new governance structure. This meeting will identify which district and school efforts meet the NCLB requirements for Year 5 Restructuring Plans, which emphasize governance of the school, and determine if any additional efforts must be included in the Restructuring Plan to satisfy federal requirements.

For schools and districts that have not initiated substantive changes, this meeting will open a dialogue on the supports needed for the district to assess the needs of their Year 5 schools before committing to a restructuring approach.

Following the status/CAPA benchmark meeting, districts will complete the appropriate portions of the Title I School Restructuring Plan and make the necessary preparations to begin implementation of the plan in the fall of 2006 if the school enters Year 6 - Restructuring. Those districts that have already identified a restructuring approach for their Year 5 schools will complete selected pages of the plan as determined by the status/CAPA benchmark meeting. The NJDOE will remain available for further support and interventions after the status meeting, as needed, for consultation on the options for restructuring, CAPA school benchmark meetings, and other supports.

During the plan development, Year 5 schools must continue to implement their current improvement efforts as identified in the CAPA prioritized recommendations, the Title I School Improvement Plan, and the Abbott Report on Instructional Priorities. The district will be responsible for a continuous assessment of the school's needs to identify those strategies that are successful and those that need modification.

Each of the three restructuring options offers its own set of issues and possible successes. In order to make a decision, districts must be aware that the implementation of each option presents a unique set of challenges. Each option requires a yet undetermined level of commitment and effort from NJDOE staff, schools, districts, and other stakeholders. The selection of an option must take into account the capacity of the district, and the school, but most importantly, the decision must be based on which option will be most effective in helping students meet proficiency benchmarks.

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Districts should consult the Restructuring Plan component checklist on page 7 to determine which forms are required for completion of the plan. The Board of Education must approve all restructuring plans before the district submits the plan(s) to the NJDOE, as described in the "Timeline of Activities for NCLB School Restructuring (Year 1) 2005-2006."

For questions regarding the Restructuring Plan contact:

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PART I

GENERAL INFORMATION

TIMELINE OF ACTIVITIES FOR NCLB SCHOOL RESTRUCTURING (YEAR 1)

2005-2006

| ACTIVITY | DATES |
|--|---|
| List of schools identified for NCLB Year 5 - planning for restructuring. | July 2005 |
| NJDOE conducts a technical assistance session to disseminate information to districts regarding NCLB requirements for the restructuring of schools. | September 2005 |
| District provides notification to teachers, and parents of each student enrolled in an identified school, of the school's new status. | Before the start of the 2005-2006 school year |
| District conducts comprehensive data and causal analyses of reasons for low student achievement in identified school(s). | November 2005-January 2006 |
| District makes determination of the appropriate restructuring option(s) for each identified school and develops draft of restructuring plan for each school. | January-February 2006 |
| The NJDOE presents a training session for districts and school leadership. | February 22, 2006 |
| The NJDOE holds a status meeting with the district superintendent and the leadership of each Year 5 school. | February-March 2006 |
| District submits school restructuring plans to NJDOE. | May 12, 2006 |
| Board of Education approves school restructuring plan(s). | By June 30, 2006 |
| NJDOE reviews school restructuring plans and provides feedback to districts. | June - July 2006 |
| District makes final revisions, if necessary, to school restructuring plan(s). | July - August 2006 |
| District submits final, board-approved school restructuring plan(s) to NJDOE. | July -August 2006 |
| District prepares to implement school restructuring plan(s). | Summer 2006 |
| District implements school restructuring plan(s). | September 2006-August 2007 |

RESTRUCTURING PLAN COMPONENT CHECKLIST

| FORM | PAGE(S) | REQUIRED | COMPLETED |
|---|---------|-----------------------------------|-----------|
| DISTRICT AND SCHOOL INFORMATION | 8 | YES | |
| APPROVAL/SIGNATURES | 9 | YES | |
| CERTIFICATION OF CONSULTATION | 10 | YES | |
| FORM A: PROPOSED RESTRUCTURING OPTION(S) | 12 | YES | |
| FORM B: RESTRUCTURING CHOICE AND ASSESSMENT OF IMPLEMENTATION | 13-14 | YES | |
| OPTION 1 – IMPLEMENT ANY MAJOR RESTRUCTURING OF THE SCHOOL'S GOVERNANCE THAT IS CONSISTENT WITH THE PRINCIPLES OF RESTRUCTURING AS SET FORTH IN THE <i>NO CHILD LEFT BEHIND ACT</i> | 15-16 | Complete if selecting this option | |
| OPTION 2 – RE-OPEN THE SCHOOL AS A PUBLIC CHARTER SCHOOL AS DEFINED BY AND CONSISTENT WITH STATE STATUTE AND REGULATION (N.J.S.A. 18A:36a-1 ET SEQ. AND N.J.A.C. 6A) | 17 | Complete if selecting this option | |
| OPTION 3 – REPLACE ALL OR MOST OF THE SCHOOL STAFF, WHICH MAY INCLUDE THE PRINCIPAL, WHO ARE RELEVANT TO THE SCHOOL'S INABILITY TO MAKE ADEQUATE PROGRESS (CONSISTENT WITH EXISTING CONTRACTUAL PROVISIONS AND APPLICABLE STATUTORY PROTECTIONS IN TITLE 18A) | 18 | Complete if selecting this option | |
| FORM C: SPECIFIC STRATEGIES TO IMPLEMENT THE PLAN | 19 | YES | |
| FORM D: PROFESSIONAL DEVELOPMENT TO IMPLEMENT THE PLAN | 20 | YES | |
| SCHOOL DEMOGRAPHICS AND SCHOOL/DISTRICT CHARACTERISTICS | 22 | Optional | |
| ANALYSIS OF THE SCHOOL'S PROGRAM | 23 | Optional | |
| RESOURCE REALLOCATION | 24 | Optional | |
| PROCESS FOR ANALYSIS OF THE SCHOOL'S PROGRAM | 25-29 | Optional | |

| DISTRICT AND SCHOOL INFORMATION | |
|---|----------------|
| DISTRICT: | DISTRICT CODE: |
| CHIEF SCHOOL ADMINISTRATOR: | |
| CONTACT PERSON: | |
| OFFICE ADDRESS: | |
| PHONE NUMBER FOR CONTACT PERSON: | |
| FAX NUMBER FOR CONTACT PERSON: | |
| E-MAIL ADDRESS OF CONTACT PERSON: | |
| SCHOOL INFORMATION | |
| SCHOOL NAME: | SCHOOL CODE: |
| SCHOOL TYPE: <input type="checkbox"/> ELEMENTARY <input type="checkbox"/> MIDDLE <input type="checkbox"/> SECONDARY | |
| CURRENT GRADE LEVELS: | |
| SCHOOL ADDRESS: | |
| SCHOOL PHONE NUMBER: | FAX: |
| PRINCIPAL: | |
| PRINCIPAL'S E-MAIL ADDRESS: | |
| BUILDING LEVEL EDUCATION ASSOCIATION REPRESENTATIVE: | |
| SCHOOL PARENT REPRESENTATIVE: | |
| SCHOOL LEADERSHIP COUNCIL CHAIRPERSON (Abbott Districts): | |
| SCHOOL IMPROVEMENT COMMITTEE CHAIRPERSON (Non-Abbott Districts And Charter Schools): | |
| BOARD PRESIDENT/REPRESENTATIVE: | |

| |
|----------------------------|
| APPROVAL/SIGNATURES |
|----------------------------|

| TITLE | PRINT NAME | SIGNATURE | DATE |
|----------------------------|------------|-----------|------|
| CHIEF SCHOOL ADMINISTRATOR | | | |
| BOARD PRESIDENT | | | |

| DATE(S) SUBMITTED/MODIFIED: | | | |
|----------------------------------|--|---------------|--|
| DATE APPROVED BY BOE/DISTRICT | | DATE REVIEWED | |

| NJDOE REPRESENTATIVE | | |
|----------------------|-----------|---------------|
| PRINT NAME | SIGNATURE | DATE REVIEWED |
| | | |

CERTIFICATION OF CONSULTATION

The district verifies that the representative from the stakeholder groups listed below had an opportunity to participate pursuant to Section 1116(b) of the *No Child Left Behind Act of 2001* in the development of the Restructuring Plan.

- Board of Education Representative
- District Level Education Association Representative
- District NCLB Parent Representative
- Board of Education Attorney
- Building Principal
- School Improvement Committee Chairperson
- Building Level Education Association Representative
- School Parent Representative
- School Parent-Teacher Organization President (if applicable)

The chief school administrator/charter school lead person certifies that the constituents listed above participated in the development of the Title I Restructuring Plan for (School Name).

Chief School Administrator/
Charter School Lead Person's Signature: _____ Date: _____

PART II

PROGRAM DESCRIPTION FORMS

FORM A

PROPOSED RESTRUCTURING OPTION(S)

Directions:

Based on the district's analysis and planning process, place a check (✓) in the boxes to the left to indicate the proposed option(s) to be implemented to improve the academic performance of the students in the school. Depending upon the analysis of the school and its data, the district must choose one or more of the options listed below that best address the identified needs of the school and school community. These options are derived from 20 USC 6316(8)(B) and represent the alternative governance arrangements that may be accomplished consistent with state law. The purpose of restructuring is for the school to improve its ability to teach all children, achieve annual academic performance targets, and be removed from restructuring status.

- ☐ **Option 1:** Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.
- ☐ **Option 2:** Re-open the school as a public charter school as defined by and consistent with state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
- ☐ **Option 3:** Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

DISTRICTS MUST ALSO DO THE FOLLOWING:

- Reallocate resources to support the implementation of the restructuring option at the school.
- Support the implementation of each school's Restructuring Plan with technical assistance and formal professional development to meet the identified needs of students and staff.

Note: The district status meeting will provide an opportunity for the district and NJDOE representatives to collaborate on the selection of the best option to meet the needs of each Year 5 school.

FORM B

RESTRUCTURING CHOICE AND ASSESSMENT OF IMPLEMENTATION

District leadership, school leadership, and the school improvement committee should cooperate to develop an implementation plan for the restructured school, including a timeline for change, who has the responsibility for completing each step, and the schedule for review and revision of the plan and its implementation. The plan should specify benchmarks and timelines, what will be used, and when, to determine if the proposed changes are working. Include school, district, Board of Education, and appropriate other stakeholder/partner roles in ensuring the success of restructuring.

Development of the plan must include a review of all of the school's planning and improvement documents, including the Title I School and District Improvement Plans, the Abbott Report on Instructional Priorities (Abbott schools), the CAPA report, and an evaluation of recent governance changes, if applicable, to determine if the district will use any recent interventions to address the NCLB requirements for restructuring. The plan should prioritize the change process in a logical order, and recognize that not all problems can be solved in the first year. At a minimum, the plan must:

1. Provide an overview of the proposed NCLB restructuring option(s), including the reasons why the proposed option(s) is best for this school. Review the Abbott Report on Instructional Priorities, the Title I School and District Improvement Plans, and the CAPA report to identify the portions of these documents that can be used to inform and support the Restructuring Plan.
2. Describe how the proposed restructuring option(s) have improved/will improve student achievement in the area(s) for which the school is identified for NCLB school improvement, including additional resources that will be required.
3. How recent and/or proposed governance change(s) are contributing and/or will contribute to successful implementation of (1) the CAPA recommendations, (2) the Title I School Improvement Plan and (3) the Abbott Report on Instructional Priorities, or how the changes have impacted and/or will impact the successful implementation of these plans and recommendations.
4. Describe the recent and/or proposed modifications to the school and district governance and their rationale for improving academic performance.
5. Describe how the district has involved/will involve the school community (including, but not limited to, school leadership, instructional and noninstructional school staff, district/school union representatives, School Improvement Committee, parents, PTO, community leaders) in the development and implementation of the restructuring plan.

6. Describe the strategies the district will use and the evidence of student work it will analyze to assess implementation of the plan.
7. Indicate the district personnel responsible for assessing each strategy.

Following are the three NCLB restructuring options. Complete each page (Yes/No). If "yes," complete the entire page. The district must select at least one of these options.

OPTION 1 – IMPLEMENT ANY MAJOR RESTRUCTURING OF THE SCHOOL’S GOVERNANCE THAT IS CONSISTENT WITH THE PRINCIPLES OF RESTRUCTURING AS SET FORTH IN THE *NO CHILD LEFT BEHIND ACT*.

SELECTED: __YES __NO

Directions: The implementation of Option 1 requires a restructuring of the school’s governance arrangement that will improve the implementation and effectiveness of a restructured instructional program either already underway or to be introduced. Where the instructional changes are responsive to a CAPA report, School Improvement Plan, and/or an Abbott Report on Instructional Priorities, please refer to specific sections of the report in responding to the items below. Details should include, but are not limited to, the following:

1. A description of the school’s current governance structure.
2. The specific governance changes that the district/school recently implemented and/or will implement with clear allocation of responsibilities between the district central office and the school leadership. This may include increasing district oversight, decreasing school-based management prerogatives, or some combination.
3. How recently implemented governance change(s) are contributing to successful implementation of (1) the CAPA recommendations, (2) the Title I School Improvement Plan, and (3) the Abbott Report on Instructional Priorities, or how the proposed changes will impact the successful implementation of these plans and recommendations.
4. The changes underway in the instructional schedule, including the introduction of more time for language arts and/or mathematics, the expansion in common planning time among teachers, the introduction of new instructional materials including textbooks, the increased use of interim or formative benchmarks and assessments including the use of student performance evidence, and the increase in classroom and school professional development aligned to language arts and mathematics (reference CAPA prioritized recommendations, Title I School Improvement Plan, and/or Abbott Report on Instructional Priorities, as applicable).
5. What commitment the district has made to increase support for the school’s new governance structure, including tailored professional development, academic supports, scheduled reviews of formative student assessments, supplemental curriculum materials, and educational technology.
6. How the school has involved, or will involve, parents and other community stakeholders as partners in the implementation of these plans.

| OPTION 1 – CHANGES IN SCHOOL ORGANIZATION/STRUCTURE | | | | |
|--|-------------------------------|------|------------------------------------|------|
| | Current School (2005-2006) | | Restructured School (2006-2007) | |
| Grades Served | | | | |
| Number of Classes in Each Grade and Class Size: | Number | Size | Number | Size |
| Pre-K | | | | |
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| Number of Teachers Assigned to School | | | | |
| Number of Administrators Assigned to School | | | | |
| Number of Self-Contained Special Education Classes (for high schools: total number, in all subject areas, of special education self-contained classes) | | | | |
| Number of Bilingual Classes | | | | |
| Number of ESL Classes | | | | |
| Average Class Size | | | | |

**OPTION 2 – RE-OPEN THE SCHOOL AS A PUBLIC CHARTER SCHOOL AS DEFINED BY AND
CONSISTENT WITH STATE STATUTE AND REGULATION (N.J.S.A. 18A:36A-1 ET SEQ. AND
N.J.A.C. 6A)**

SELECTED: __YES __NO

Directions: Under N.J.S.A. 18A:36A-4, conversion to a charter school requires:

- (1) At least 51% of the teaching staff in the school shall have signed a petition in support of the school becoming a charter school; and
- (2) At least 51% of the parents or guardians of pupils attending that public school shall have signed a petition in support of the school becoming a charter school.

Districts pursuing this option should immediately begin completing the New Jersey Charter School Application located at: <http://www.nj.gov/njded/chartsch/app/>.

OPTION 3 – REPLACE ALL OR MOST OF THE SCHOOL STAFF, WHICH MAY INCLUDE THE PRINCIPAL, WHO ARE RELEVANT TO THE SCHOOL’S INABILITY TO MAKE ADEQUATE PROGRESS (CONSISTENT WITH EXISTING CONTRACTUAL PROVISIONS AND APPLICABLE STATUTORY PROTECTIONS IN TITLE 18A).

SELECTED: __YES __NO

Directions: Complete all sections/items that demonstrate replacement of the staff determined to be relevant to why the school did not make AYP. Respond to each question in all four parts (A through D).

Note: In addition to reviewing the provisions of the existing collective bargaining agreements for any limitations, districts selecting this option should consult with their legal counsel to determine the implications on tenure rights, collective negotiations agreements, and staff transfers.

A. STAFF RECRUITMENT, SELECTION AND SUPPORT

- Explain the staff recruitment and process.
- Explain how the staff were/are identified for replacement/reassignment.
- Describe how teacher placement decisions have resulted/will result in the most challenging classes being assigned to the most experienced teachers.
- Provide information on what qualifications are required for positions at the restructured school.
- Explain how the qualifications of staff (subject area, experience, educational philosophy, etc.) are consistent with their instructional assignments in the restructured school.
- Include a timeframe for the selection of staff.
- Indicate any other changes that have been/will be made to support school improvement.

B. ADMINISTRATIVE/INSTRUCTIONAL LEADERSHIP

- Identify by title and responsibility the supervisory/administrative/instructional leadership within the context of the new organization.
- Indicate any recent and/or anticipated changes in the school leadership.
- Explain how monitoring instruction, providing professional development, and evaluating all staff, including those in general education, bilingual/ESL, special education, and student support services, has been/will be accomplished.
- Include an organizational chart indicating specific areas of responsibility.

D. LISTS OF STAFF CHANGES

Provide a chart of the proposed or already implemented staffing (teacher and/or administrative) changes for the 2006-2007 school year.

FORM C

SPECIFIC STRATEGIES TO IMPLEMENT THE PLAN

Directions: Describe the specific strategies that the school/district have implemented and/or will implement to ensure a more effective educational program in the restructured school, based upon the analysis of the data and the planning process for restructuring.

| 1. Name of the strategy | 2. Brief description of the research supporting the strategy | 3. School data analysis that supports implementation of the strategy | 4. Relationship to CAPA recommendations | 5. Starting date and benchmarks; completion date* | 6. Responsibility for implementation |
|----------------------------|---|---|--|--|---|
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* **Note:** If the strategy was implemented within the last two years, include data that directly show the effectiveness of the strategy in improving student academic performance.

FORM D

PROFESSIONAL DEVELOPMENT TO IMPLEMENT THE PLAN (REQUIRED FOR ALL OPTIONS)

Directions: Describe the professional development that the school/district will provide for school staff to ensure effective implementation of the educational program in the restructured school, based upon the analysis of the data and the planning process for restructuring.

If a current Professional Development Plan, CAPA prioritized recommendations, Title I School Improvement Plan and/or Abbott Report on Instructional Priorities are in place that include the areas listed below, and shape district and/or school professional development efforts, provide a copy of the plan with the appropriate areas highlighted.

Include the following:

- Identify the professional development that the school/district has provided and/or will provide to staff prior to the start of the next school year, including frequency, method, and provider. Include a description of the increase in direct classroom support that is being given/will be given to accompany focused changes to instruction. Professional development should coincide with information provided in Form C as well as recommendations in CAPA reports, where applicable.
- Describe the differentiation of professional development appropriate to the areas of assignment and the needs of staff (e.g., staff new to the school and/or instructional assignment, special education, bilingual/ESL, paraprofessionals, and noninstructional staff) and any newly introduced curriculum, materials, and classroom strategies.
- Identify the specific professional development that the district has provided and/or will provide to the school's leadership staff. Information should include frequency, method, and provider. Professional development should coincide with information provided in Form C as well as recommendations in CAPA reports.
- Provide a schedule of on-site classroom follow-up of professional development. Include who has done and/or will do the follow-up, frequency, instrument used, and how data will be analyzed and presented to instructional staff.

APPENDIX

OPTIONAL PLANNING DOCUMENTS

Note: These planning documents are used by the CAPA teams during their reviews. It is recommended that districts use the documents on pages 21-29 to help guide their selection of a restructuring option. These documents provide a comprehensive set of tools that will support the district's observations, identify specific strategies that are present in the school, specific strategies that will be present in the restructured school, and the support needed to implement these strategies.

SCHOOL DEMOGRAPHICS AND SCHOOL/DISTRICT CHARACTERISTICS

Directions: Provide a “snapshot” of the school and an overview of the district’s analysis of the causes of the school’s status. Schools and districts may have performed most of this analysis to complete the Abbott Report on Instructional Priorities, FY 2006 NCLB Consolidated Application, and Title I School Improvement Plan. Additionally, much of the information is contained in the CAPA report for each school. The narrative might include the following:

1. Contextual information about the school’s student population and community and its unique/important characteristics, including any students enrolled in this school who attend another school elsewhere.
2. District and school findings and trends resulting from a comprehensive analysis of all available school data over the last three years to determine the gaps in student performance.
3. A description of current focused intervention(s) to address the needs of specific subgroup(s) that have not met AYP, safe harbor, and/or 95% participation rate requirement, including the effectiveness of the intervention(s) in the past year.
4. An analysis of student issues in this school (i.e., truancy and how many drop out, are suspended, or fail in high school classes).
5. Mobility rates and patterns.
6. Feeder patterns, including whether this is a neighborhood school or draws from special populations.
7. Any other demographic patterns that the school must address if the school is to improve student performance.

ANALYSIS OF THE SCHOOL'S PROGRAM

Directions: Identify the reasons why school-based and district-based improvement efforts have not enabled the school to achieve its student performance targets. A description of the school's instructional program must be included in the analysis. Other areas that the district must examine include, but need not be limited to, the following:

1. Coordination of curricula, learning goals, instructional activities, and student assessment within the last two years.
2. Process for monitoring the implementation of the current improvement plan(s), including periodic assessment and revision (list the frequency of monitoring, walk-throughs—identify the instrument used for this purpose and the data review from the instrument).
3. Support provided for increased parental involvement.
4. Effects of staffing changes on instructional program and efforts to implement the school's improvement plan(s) (indicate when the school made the staffing changes).
5. Effectiveness and stability of school leadership (include all building level administrators and their length of tenure in the school).
6. Articulation with feeder schools (review the list of meeting dates, minutes, and any actions taken to address identified issues).
7. Physical plant, and safety and security in the learning environment.
8. Role of district office and Board of Education in supporting improvement efforts.

RESOURCE REALLOCATION

Directions: On the chart below, identify which resources, if any, the district will reallocate to support the implementation of the restructuring plan. Identify the additional funding that the district will secure to ensure the success of the identified strategy (i.e., reasonable class sizes; sufficient number of experienced supervisory/administrative staff to oversee school improvement efforts; enough teaching staff to provide for common planning time and/or substitutes to ensure sufficient support for professional development). Insert additional rows as needed.

| 1. Specific Strategy – Resource Category | 2. Current Allocation to the School (SY 2005-2006) | 3. Funding Source (local, state, federal, other) | 4. Additional Funding (or Other Resources) to Be Allocated to the School for the 2005-2006 School Year (source and amount) | 5. Specific Use of Additional Funds/Resources in Support of the School – Restructuring Intervention Strategy |
|--|--|--|--|--|
| Professional Development (specify) | | | | |
| Coach, Facilitator | | | | |
| LAL Program | | | | |
| Math Program | | | | |
| Curriculum Work | | | | |
| Extended Day Program | | | | |
| Parent Program | | | | |
| Analysis of Student Work | | | | |
| Safety Program | | | | |
| Student Support Program | | | | |

**PROCESS FOR ANALYSIS OF THE SCHOOL'S PROGRAM
CURRICULUM, ASSESSMENT, INSTRUCTION, SCHOOL ENVIRONMENT, PARENTAL INVOLVEMENT,
PROFESSIONAL DEVELOPMENT, LEADERSHIP, EFFICIENCY, RESOURCES, AND PLANNING**

Directions: Complete the analysis to identify the school, district, and Board of Education's current practices and provide evidence to support the observations. Additional criteria may be added. The entire restructuring team then meets to review the "What Is" portion of the plan. Next, each group collaborates to complete the last column that includes specific strategies that focus on what the school will look like and the specific strategies that are needed to support the school's improvement plan. Be sure to base restructuring changes on scientifically based research. Use the school's CAPA report and NCLB School Improvement Plan as you complete this analysis.

| CRITICAL ELEMENTS | "WHAT IS" Current snapshot of school after implementation of the NCLB School Improvement Plan and the prioritized CAPA recommendations | EVIDENCE Use data, observations, surveys to support snapshot | "TO DO" LIST Strategies to use to complete restructuring |
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| CURRICULUM, ASSESSMENT, INSTRUCTION | | | |
| The school implements a curriculum that is rigorous, intentional, and aligned to state and local standards. | | | |
| The school initiates and facilitates discussions regarding curriculum standards to ensure they are clearly articulated across all grade levels (P-12). | | | |
| The school requires all students to take courses with sufficient academic rigor to prepare for post-secondary education and provides specific links to life and career options. | | | |
| The school leadership works with district supervisors and school faculty to systematically evaluate and adjust the curriculum based on the evidence of student achievement and to ensure that the district curriculum is effectively taught. | | | |
| The school ensures access to a common academic core for all students including special education and English Language Learners (ELL). | | | |
| Multiple evaluation and assessment strategies are used to continuously monitor and modify instruction to meet student needs and support proficient student work. | | | |

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| The school leadership and faculty ensure that multiple assessments are frequent, rigorous, aligned with NJ CCCS, used to gauge student learning, and adjust teaching to individual needs. | | | |
| Teacher-designed assessment tasks are intentionally standards-based, rigorous, and authentic, and aligned with NJ CCCS subject matter. | | | |
| Students can articulate the academic expectations in each class and know what is required to be proficient. Academic expectations are clearly communicated, evident in classrooms, and observable in student work. | | | |
| Disaggregated test scores are used by the district and school to identify curriculum gaps and adjust instructional practice, as needed, for all students and subgroups. | | | |
| The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance. | | | |
| There is evidence that effective and varied instructional strategies are used in all classrooms. | | | |
| Instructional strategies and learning activities are aligned with the district, school, and state goals and assessments. | | | |
| Instructional strategies and activities are continuously monitored and aligned with individual student needs. | | | |
| Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. | | | |
| There is evidence that teachers incorporate the use of technology in their classrooms. | | | |
| The school leadership ensures that instructional resources are sufficient and that all instructional materials are culturally responsive and aligned to the curriculum. | | | |
| Teachers examine and discuss student work collaboratively and use this information to inform their practice. | | | |
| There is evidence that homework is frequent and monitored and tied to instructional practice. | | | |

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| SCHOOL ENVIRONMENT, PARENTAL INVOLVEMENT, PROFESSIONAL DEVELOPMENT | | | |
| The school functions as an effective learning community and supports a climate conducive to performance excellence. | | | |
| The principal and school leadership are responsible for and support a safe, orderly, and equitable learning environment. | | | |
| School leadership, teachers, staff members, parents, the school community, as well as students themselves, hold high expectations for all students academically and behaviorally and care about students and inspire their best efforts as evidenced in their interactions, attitudes, and instructional practice. | | | |
| School leadership and teachers accept responsibility for student performance, both positive and negative. | | | |
| Student achievement is highly valued and publicly celebrated (e.g., displays of exemplary student work, assemblies). | | | |
| The school matches teacher strengths and experience with the needs of students. The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths. | | | |
| The school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity. | | | |
| The school works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students consistent with NCLB §1118 Parental Involvement. | | | |
| Families and the community are active partners with the school and district in the promotion of programs and services for all students. | | | |
| There is regular communication with families by meetings, phone calls, notes, and e-mail about their children's progress. | | | |
| The school ensures that ALL students are taught what they are expected to learn and are tested on, with specific attention to special education and ELL students. | | | |
| Students receive necessary additional assistance to support their learning in and beyond the classroom. | | | |

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| The school provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. | | | |
| There is evidence of a schoolwide professional growth plan that supports collaboration among staff and decreases isolation and fragmentation. | | | |
| School-based professional development priorities are set by aligning the goals for student performance with the evidence of achievement and with the Professional Improvement Plans (PIP) of teachers and principals. | | | |
| Professional development is high quality, job-embedded, frequent, tailored to teacher needs, and school-based. | | | |
| The school leadership uses the employee evaluation and the individual professional growth plan to connect improvements in teaching practice with individual classroom goals. | | | |
| School instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. | | | |
| LEADERSHIP, EFFICIENCY, RESOURCES, PLANNING | | | |
| The principal ensures all instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources that enable students to master the NJ CCCS. | | | |
| The principal ensures data are analyzed and disaggregated to assist teachers in adjusting their instructional practices. - | | | |
| The principal plans and allocates resources, monitors progress, provides organizational support, and removes barriers to sustain continuous school improvement. | | | |
| The principal demonstrates a priority to academic performance, sustaining a learning environment that promotes development of teacher leaders and efficiency of operations. | | | |
| There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance. | | | |

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| School leadership appropriately assigns instructional and noninstructional staff members to serve the learning needs of all students. | | | |
| The leadership ensures that the staff makes efficient use of time to maximize learning, and the school schedule reflects instructional priorities in accordance with regulations; i.e., Abbott, Reading First, Secondary Initiative, and Professional Learning Communities, among others. | | | |
| School leadership promotes staff/team planning vertically and horizontally across content areas and grades that is focused on the goals, objectives, and strategies (e.g., common planning time for content area teachers, emphasis on time on task, and integrated units). | | | |
| School leadership and the SLC or NCLB planning committee communicate a clear purpose, direction, and strategies that are focused on teaching and learning through the development, implementation, and evaluation of the following: vision, goals, NCLB School Improvement Plan, and Abbott Report on Instructional Priorities. | | | |
| There is evidence that the SLC or NCLB Planning Committee planning process involves collecting, managing, and analyzing multiple forms of data to update annually the comprehensive needs assessment and to develop the Abbott Report on Instructional Priorities and the NCLB School Improvement Plan. | | | |
| There is evidence that the school community embraces and collaborates in the development of the school's vision and goals. | | | |
| Strategies in the Abbott Report on Instructional Priorities and the NCLB School Improvement Plan are aligned with the school's vision, student goals, identified resources, and contain an evaluation plan that assesses the degree to which the plan's strategies achieve the goals and objectives for high levels of student learning. | | | |